

# MINNESOTA LIBRARIES



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# Clara F. Baldwin

## A TRIBUTE

GRATIA A. COUNTRYMAN

Clara Baldwin has passed away. We have known for some time that the stroke from which she suffered would eventually be fatal, but when the delicate thread snapped, it was a shock to all of us. We are sure that we speak for her many friends, especially her library friends, when we say that we feel that we have all lost a beloved personal friend. She had a genius for friendship, and we prized that friendship. We shall miss her gentle, sweet friendly spirit.

Minnesota, too, has lost a valued pioneer librarian, who laid permanent foundations upon which we will long be building. We know that library trustees, members of women's clubs, and many organizations whom she helped will join us in this tribute to her sincere, earnest, and devoted service to the library development of this state.

The fragrance of her lovely, unselfish, and winning personality remains with us, while we briefly recall some of the fruitful accomplishments of her devoted efforts, through a long career. I would like here to say a few words on my personal friendship for Miss Baldwin. She entered the University in 1888, while I was still in college. We belonged to the same college sorority. For a while she lived in my home when the commuters' train ceased to stop at the University station. A close friendship developed which lasted to the day of her death. Twice we went abroad together as well as on many other trips and library conferences. We shared many interests, especially our life-long library contacts. When she graduated in 1892, I was then Chief of the Catalog Department of the new Minneapolis Public Library. Needing an assistant, I asked that she be appointed. She remained in that position for seven years, gaining much valuable experience and a deep interest. Thus she began her library career.

The library movement in Minnesota had not gained much momentum before 1890. The State Library Association was organized in 1891, and gave an impetus to the growth of the tax-supported library. The woman's club movement was greatly accelerated in the 1890's, and they needed books. There was a compulsory school library law,

but the school libraries were small and inadequate, and they needed direction. There was no over-all coordinating agency, but the library profession was spending much thought on it. New York established a State Library Commission in 1893, which seemed to answer the problem. Other states took up the idea. Minnesota proposed such a law in 1895 and again in 1897, with the vigorous backing of the women's clubs, but no success, although Wisconsin passed such a law in 1897 and helped us again in 1899. In the meantime Hennepin County made a demonstration through the combined efforts of the women's clubs, the library, and interested individuals. Books were donated to make a dozen travelling libraries of fifty volumes each. I shall never forget the thrill when a farmer drove up with a one-horse wagon and took the first travelling library in Minnesota to the village of Bloomington. We seemed to be on our way.

We took a sample box to the legislature and finally convinced them that travelling libraries were practical, and our bill passed in 1899, establishing a Commission. The purpose of the Commission, as stated in the law, was to encourage the establishment of free libraries in the state and to make good books accessible to all residents of the state. It was a very large order. We began service on January 1, 1900.

From among many applicants, Miss Baldwin was chosen Librarian and Executive Secretary of the new Commission. Nothing more fortunate than this choice could have happened, as later events have proven. She had been concerned with the experiments for Hennepin County, she knew something of the difficulties of the job she was undertaking, and she accepted the challenge. From this time on, Clara Baldwin WAS the LIBRARY MOVEMENT, planning and directing it.

No one who has not helped to lay the educational foundations in a pioneer state can know the sacrifice and devotion required. Minnesota has been no easy state, with its wide expanses. There were the iron ranges to the north, with miners from many countries. There were the forest areas

along the Canadian border, and Lake Superior, the cut-over lands with isolated farms here and there. There were the prosperous farming areas and the industrial sections. It was a fertile field. Miss Baldwin took this big state with all its big and undeveloped problems as her field. She applied herself valiantly and vigorously to the task of reaching all these scattered peoples as rapidly as possible. The response from villages and rural communities was immediate, people were hungry for books. She answered every possible call from any community, speaking at town councils, to newly appointed library boards, to local, district, or state meetings of women's clubs or any other organization; she spoke on programs, she attended every library meeting. In order to keep engagements, she often had to take night freight trains or other uncomfortable transportation at inconvenient hours. She had a friendly approach to every one. She made herself acquainted with each one's local problems and gave her considered judgment, which was increasingly good through accumulating experience. It was usually followed. One of her good library friends said, "I think that one of Miss Baldwin's outstanding characteristics which made her particularly valuable in the state, was her diplomacy, not only with librarians but perhaps even more important, with library trustees. I never heard any criticism of her from any of them, and the situations she had to handle were not always simple." From another good friend, written since Miss Baldwin's death, "There comes to mind those early years when Clara Baldwin almost single-handed and with pitifully limited means directed the work of the Minnesota Library Commission, a job of pioneering in a wide undeveloped area. Hers was an unselfish, conscientious but enthusiastic service. Only those of us who came under her helpful, sympathetic guidance and enjoyed her loyal friendship can fully appreciate all she meant to us as individual librarians and to the profession in general."

She had a delicious sense of humor and saved many a situation by seeing its funny side. She was a delightful storyteller and could reproduce our Scandinavian-American dialect perfectly. Her humor was always friendly and was often an asset contributing socially to her popularity.

On July 29, 1914, the Clara Baldwin Club

was organized by the Range Librarians and named for her because they appreciated the advice and help which she gave them and because they liked her. She was always invited and usually went to their regional meetings. The club kept its name, until, at her suggestion in about 1934, it was changed to the Arrowhead Library Association, under which name it still functions.

We cannot here go into the details and history of her activities, although we should like to. She herself has written a fairly complete outline of them printed in the December, 1945 issue of *Minnesota Libraries*.

But we cannot close this tribute to her useful life without mentioning the larger field to which she contributed. State commissions had been established in our neighboring states. Iowa, Wisconsin, and Minnesota had experimented in several profitable cooperative enterprises. Out of these and other like experiments was born the League of Library Commissions at the St. Louis Library Conference in 1904. Miss Baldwin was a leader in this new organization, which grew rapidly in size and importance. She served as its secretary in 1907-09, and its president in 1911. She compiled the League *Handbook* in 1906-7-8 and again in 1910. It would take a book to tell all the things she did in the national field for library extension. She was also active in the American Library Association.

Miss Baldwin's career covered seven years in the Minneapolis Public Library and thirty-five to the state. She served under the Commission until it was merged with the State Department of Education, when her title was changed but not her work. This was a period of unexcelled contribution to our state. When the State Board of Education made a ruling placing an age limit on its employees, effective immediately, she was already beyond the age limit, and her valuable services and her unfinished plans were terminated at once. It was a great shock to her and to the library personnel of the state, but of necessity she accepted the sudden termination of her plans and returned to private life.

Her best tribute is our loving memory of her fine character, her loyal friendships, and her conscientious labors. Her state owes her a debt that cannot be paid for her long service and the broad foundations she has laid.

# Audio-Charging in the Library

Recently J. Archer Eggen, a former Minnesota librarian who now heads the Cedar Rapids, Iowa, Public Library, paid a visit to our Library Division. In the course of the visit it developed that he had just installed an audio-charging system in his library. Since this is the newest form of book charging, it is a subject of interest to many librarians. Mr. Eggen was asked to furnish information about the workings of this system. He sent to your editor an article which appeared last month in *The Cedar Rapids Gazette*. In it John Reynolds, the Sunday Editor, interpreted the workings of audio-charging in language understandable to the layman. The following details are based on Mr. Reynolds' article.

The library card—that important piece of pasteboard you so often find you have left at home—is on its way out in Cedar Rapids. However, the passing of the library borrower's card is just one detail in the revolutionary changeover from the old conventional library practices.

The Cedar Rapids Public Library is one of the first half-dozen libraries in America to make this changeover to audio-charging. It charges out about 365,000 pieces of material a year. At the outset the audio-charging system will be used only in the principal section of the library. Later it will be extended to include the children's department. Still later, but in the near future, the audio method will be used to charge out books even in the city's branch libraries.

Under the revolutionary procedure, dictating machines do the charging-out job and the recordings of the "transactions" will be checked by transcribers in case errant borrowers forget to return their books on time.

The necessity of applying for a library card will be eliminated because identification of a potential borrower will not be done by the old form of borrower's card. Other forms of identification such as a driver's license or credit card will be sufficient.

This is the way the audio-charging system works as far as a library patron is concerned:

The library patron selects the books and takes them to the charging desk—the same place where he always took out the books. The librarian inserts in the back of the book a due card lined with punch holes—a card which bears the transaction number and the date.

As the library worker does this, she swings a microphone in front of her lips and quickly reads into it, "John Doe, 2419 Jones Avenue, N. E., Book number so and so, Transaction number so and so." That is all there is to it.

The absence from the file of that "transaction" card, which is in the back of the book, tells the library that the book isn't there. A check against the recordings made on the day the card went out with the book reveals who has the book.

Return of the book means the return of the card to the files and consequently a checkoff of the transaction.

Sorting the cards which go into the pockets in the back of the books, is done with long handle-equipped needles which perform, basically, the function of intricate business machines in fitting their way through punched holes in the cards and picking up certain ones while others are left undisturbed.

In place of the old-type reminder card, which is mailed to a library patron who forgets to return a book on the due date, there is a new card in greatly simplified form. It carries on it only the transaction number and the number of the book the patron has and should return.

Instead of the painful typing job of listing complete titles and authors on the reminder card, library assistants quickly record the patron's address, transaction number and book number at one time in triplicate form. The first is mailed to the delinquent borrower. If that does not get results, the second is sent, but it is merely a carbon of the first one so no more typing is necessary.

Then, if the book is still out, the triplicate will warn that a library assistant must send the patron a letter about the matter. Finally, if necessary, and based on the same record, a messenger will be dispatched to get the book.

Audio-charging eliminates several steps from the old orthodox routine: (1) The filling out of the application card; (2) The filling out of a library card for the patron and a duplicate one for the library, for reference in case the patron forgets to bring his card; (3) The "due slip" in the library book and the book's own "due" card which was carried in the pocket in the back of the book.



# Forty Years Agrowing

MARIE KNUDSON

*Librarian, International Falls Public Library*

June 15, 1951 was a red letter day for the citizens of International Falls and Koochiching County, for on that day their Public Library celebrated its 40th birthday. The community is proud of its library, housed in a new modern building, with its attractive and colorful furnishings, equipped to give the library service that the mid-twentieth century demands, and organized to serve every citizen of the city, and county and the students in the local and rural schools.

The Public Library's role as a county-wide information center didn't just happen. It came about because the early settlers had a faith in education and recognized the value of a public library; because they were willing to work for the establishment of the library and support it to the best of their ability; because the members of the Library Board always showed progressive leadership and were wise in their interpretation of the needs and values of the library in the community; and because the librarians who directed the service have all had the missionary's zeal to bring the best books possible to every resident of Koochiching County.

Although there had been much talk of the need of a public library, no definite action was taken until Clara F. Baldwin, State Librarian, visited International Falls on Valentine's Day, 1911. Inspired by her talk, a library board was appointed and an association library organized. Money was the big problem for this new board. They conducted food sales, home talent plays, benefit card parties, boat excursions, roller skating parties, and lectures to earn money for their project.

Finally, on June 15, 1911, everything was ready and the library was opened for public inspection. It was a gala day for this pioneer community. Dressed in his best bib and tucker, everyone turned out for the occasion, as was the custom of the times. Each guest brought a gift: a book, a bit of furnishings, or some money, as his contribution to the new library.

The library was small. It was housed in a frame building, heated by a base burner, and lighted by bare electric light bulbs. Altogether, it contained about 500 "choice vol-

umes." But in the heart of every guest that day was the belief that the library would grow and soon it would be housed in a "magnificent edifice" filled with "thousands of books" and become the "cultural center for young and old alike."

Two years later, in 1913, the city took over the financial responsibility for the library. It became a public library instead of an association. A one-mill tax was levied for its support, and the library was assured of a regular income.

Although the library's financial situation had improved, the librarian's had not. She simply could not manage to make both ends meet on her salary of \$25 a month. So the board arranged for the librarian to live in the room in back of the library, on the condition that she would assume the responsibility for any additional costs for electricity above and beyond the minimum service charge of \$1.75.

In 1918 the library purchased its first typewriter. It would almost seem that this was the symbol of a new age for the Public Library of International Falls. Soon afterwards the library moved into a modern building in the heart of the business district, standard library equipment was ordered, and the card catalog in use today was begun.

That same year the Library Board and the City School Board signed their first contract, agreeing to share the responsibility for financing and developing the Public Library. As a direct result of this new contract, the board was able to hire the Library's first trained librarian. Under her leadership, an aggressive program was developed, aimed at stimulating the use of and support for the library.

In 1921 the Library Board and the rural schools of District 1 signed a contract, and two years later the County Commissioners made their first appropriation for the Public Library. So the pattern for library service in Koochiching County was established. The Public Library, headquartered in International Falls, is the only library in the entire county. Through the cooperation of four separate agencies, it has grown strong,

and today it offers its services to every resident of an area of 3,129 square miles.

During the years the library prospered, but it never had a home of its own. It was moved from one rented building to another in hopes of finding more space and a better location. There was no room for a separate children's department or special school service. Reference books, fiction, non-fiction and children's books were all crowded together, and only a hardy soul would attempt to sit or browse in the confusion. The Board and Staff dreamed of having their own building but were about to despair of every having their dream come true. Then suddenly the city council decided to sponsor a big P. W. A. project, and planned to build a Civic Center, with spacious quarters for the library in one of the buildings.

In the fall of 1939 the building project was completed and the Public Library moved into its new headquarters. Again the citizens gathered to rejoice with the Library Board and Staff, that the early pioneers' dreams had been realized. The new building was truly a "magnificent edifice," modern in every detail, with space for a separate children's department, a rural school department, adequate work rooms and book stacks, and a browsing corner furnished with comfortable lounge furniture.

Compared with that of forty years ago, the service the Library offers today is as different as the building it occupies. The book collection has grown from 500 "choice volumes" to over 30,000 books, carefully selected and cataloged to meet the special needs of this community. The book circulation has increased too, from 9,153 to over 103,000 a year. In addition to books, pamphlets, maps, newspapers, magazines and phonograph records have been loaned for home and school use. The budget for this year calls for an expenditure of over \$28,000, compared to \$632.68 in 1911. Although the librarians still have trouble making ends meet, they no longer seek shelter in the library building. Even the electric bill has increased from \$1.75 to \$40.00 a month and four typewriters are kept busy clicking and clacking out the library's business.

The needs of the library patrons have changed too. In the early days most of the borrowers were women and children, who were seeking pleasant recreation through books. The men were much too busy earn-

ing a living to bother with such trifles. Popular novels and series books were the chief stock in trade.

Today the majority of our patrons are men and boys. The depression, the war, and post-war unrest, new leisure, economic and social insecurity, a higher level of education, and the constant search for a better way of living, so characteristic of our day, have created this change.

More and more, our citizens are turning to the library for help in solving their everyday problems of living. They want to know how to build and furnish more attractive homes, how to cook better meals, how to understand and help their modern children, and how to develop skills at games and hobbies. They come looking for information on what merchandise to buy, on how to plan their vacation trips, or on the possibilities of different vocations and technical information that will advance them beyond their present jobs. Some are seeking an understanding of their place in the world around them.

The library staff often joins the sidewalk superintendents in their inspection of the many new homes being built, knowing that this idea and that know-how came from the library's shelves. We were especially happy when one new home owner reported that he had saved over \$2,000 on building costs by studying the construction books before he built. He even added that the \$3.47 he paid in fines was a very profitable investment!

Likewise, the needs of the city and rural schools have increased, because the newer methods of teaching require a wide variety of supplementary material on many levels of ability. The library is rapidly becoming the hub upon which the schools turn. Every hour of the day finds the adult and junior rooms filled with students using the library's facilities.

The newest venture of the library has been film service, which was started in 1950. During the year 324 showings were arranged for a total audience of 20,522. This February was the most successful month, with 104 showings to 6,530 people.

Although the film service is centered in the Public Library, it is entirely self-supporting and is governed by a local film council. The library houses and schedules the equipment, and maintains a film informa-

tion file. After a year's experiment, we are convinced that the Public Library is the logical center for this service. The same techniques are used in handling the film service as in dealing with other library materials. The librarian's knowledge of selection and use of materials is invaluable, and the opportunity to correlate books with films is great.

The unique feature of our council is that we have joined with the Rainy River Film

Council in Canada to form the Border Film Council, thus becoming the first international film council in the world.

On our anniversary, we are very happy to have this opportunity to share with you our pride and joy in the Public Library's progress. But even while we celebrate, we are busy drawing up a plan for library development for the next ten years, so that, on our fiftieth anniversary we can report the library is still agrowing.

### *Amended Library Laws*

Minnesota Session Laws, 1951, Chapter 217, H. F. 108, relates to free county libraries.

Sec. 1. Amends M. S. 1949, Sec. 134.12, so that the library board may contract with the county board of commissioners in which the library is situated or the county board of any adjacent county, or with the governing body of any neighboring town, city, or village to loan books of the library, either singly or in traveling libraries to residents of the county, town, city, or village. And, any county board or governing body may contract with the board of directors of any free public library for the use of the library, upon the same terms and conditions granted to residents of the city or village where the library is located. Any county or governing body may establish a library fund by levying an annual tax of not more than two mills on property which is not already taxed for such services.

Sec. 2. Amends M. S. 1949, Sec. 375.33. The county board of any county may establish and maintain at a location determined by the board, a public library for the free use of residents of the county and provide an annual tax of not more than two mills to support the library. If a county library has not been otherwise established, upon the petition of not less than 100 freeholders of the county, the county board shall submit the question of establishing and maintaining a public library to the voters at the next county election.

If no free public library is available in the county, the county board shall appoint a library board of five directors who serve for three years and each director holds office until his successor is appointed. This board of directors shall have the powers and duties of a board of directors of any free public library of any city or village and shall be governed by the provisions of Secs. 134.09, 134.11 to 134.15.

Approved April 3, 1951.



# Why Not Have A Teenage Alcove?

BORGHILD LEE

*Young People's Librarian in the James H. Skinner Memorial Room  
in the St. Paul Public Library*

The teenager still is the forgotten patron of many public libraries. Although society and libraries have long recognized the need for special children's services and have provided colorful, delightful children's rooms, service to the teenager is still a new, challenging field. The existing services to teenagers vary greatly, from the little library, which, because of a serious lack of funds and facilities, cannot adequately serve the teenager, to the efficiently equipped new institution, headed by trained, imaginative librarians who conduct well-rounded activities and are backed by a generous budget.

One can employ the trite statement that "it is extremely important in our present world society, in a world torn by suspicion, intolerance and a continual threat of war to train our future world citizens." Much responsibility rests on us as librarians.

We must be on hand with the right books and suggestions to help the teenagers meet this world; to help them think for themselves; to help them judge propaganda by instructing them for better listening and reading; to help them develop appreciation for better things in music, art, literature; to help them develop Christian philosophy to aid them with their own life's problems; and to help them make adjustments, emotional, social, mental.

It is our responsibility to keep up with the teenagers, to acquaint ourselves with the activities they indulge in, to see and discuss with them their favorite movies, develop similar hobbies, and continually read books with their interest in mind. Our attitude toward them is most important; we must treat them as adults, yet be a teenager with them, laugh at their jokes, listen to their problems seriously, learn to know them, their interests, hobbies, friends, families. A big order? No. A genuine interest shown in them brings acceptance and pays big dividends. A teenager won as a friend of the library is worth a great deal; his enthusiasm reaches many channels.

Many fascinating tales can be told of the incidents in a typical afternoon in the James H. Skinner Memorial Room for young peo-

ple in the St. Paul Public Library—a freshman trying out for a dramatic club reciting her hilarious monologue from the impressive height of the balcony; a play-reading group seriously discussing Shakespeare's meaning in one of his plays; little Johnny trying out his new be-bop record on the phonograph; Jim, desperately needing a "thin" book for a book report tomorrow morning—but on senior level—the teacher is "tough"; the librarian listening to the plight of shy Kathy who has never served on a committee nor had her name in the newspaper nor done anything of consequence and who would like to begin an interesting hobby; Doug, who is furtively studying one of the high school annuals to get a quick peek at his "blind" date — all this, and oh, so much more!

Librarians of small public libraries need not give up in despair because they do not have a beautiful Skinner Room. Much important and valuable work can be conducted on behalf of the young people of the community.

But help is needed from various sources. First of all there is the problem of convincing the community and the library board of the need for a teenage corner. Arouse the teenagers to demand a special spot. Through them word will spread to the parents and teachers and other young people. Begin a teen club. Advertise for old furniture, discarded floor lamps, rugs, draperies. The young people will be thrilled to collect, remodel, and paint these items. Rearrange the book shelves in one corner of the library to form a nook somewhat separated from the adult section, but part of it rather than part of the children's section. Remember, teenagers are young adults, not children!

The untiring efforts of the young people and their pride in accomplishment can create wonders. A few strokes of the paint brush, a colorful display board, striped draperies, and an easy chair or two near a round table can transform a dreary spot into one with the alluring atmosphere demanded by the youth of today.

What about the teen book collection? You have no special funds? Perhaps you can start a special fund by asking for cash donations or suggesting that memorial funds be given to the library. However, the bulk of the collection can be made at the outset from the regular collection, marking the books with some special symbol, such as YP, on spine, book card, and catalog cards.

Careful plans should be made to publicize this new venture. The charter members of the expandable teen club can mimeograph or draw colorful posters to be hung in the schools, in the windows of business offices, church parish halls, stores, banks, restaurants, theatres, and other places frequented by young people. Door to door flyers can be distributed.

Why not have a contest naming the new corner and the teenage club? This alone will cause quite a stir of publicity. A picture and an article in the local newspaper should be an attractive prize.

Plan a party for opening day. Have the charter members present an interesting program of music, gay book reviews, and possibly a skit. Encourage browsing in the new section and signing for library cards (stamped "teenage club"). A guest book and cokes will brighten the day. Announcements could be made on this day that the two hours after school be known as teen time in the library. During teen time they should feel free from adult restraint and be allowed to turn on the radio or phonograph, hold discussions, conduct regular meetings, work on club projects. You will be appreciated as a subtle guide and advisor rather than a dictator.

After the physical set-up has been more or less conquered, what techniques can be used to tempt the teenagers into reading? An effort should be made to dress up the books themselves. Covering them with dust jackets makes them especially alive, particularly when Plasti-Kleer covers can be purchased. Moreover, if the jackets are lost, some of the art enthusiasts in your teen club would like the challenge of designing dust jackets which illustrate the stories.

Book annotations, composed by the teenagers or librarians, could be pasted inside the front covers, as well as slips of paper labeled "Repeat performance" or "Encore" and listing other books similar to the one at hand.

Special reading lists can be made as give-

away bookmarks. Short annotations make these particularly useful. In a small library, the teenager cannot be limited to the teen corner, but can be skillfully led to adult sections by the aid of prepared lists of broader scope. If the library is fortunate enough to own a duplicating machine, the librarian can be relieved of quite a bit of work by having the young people themselves run off the lists, as well as design the covers.

The responsibility of maintaining a regular teen bulletin board can be turned over to the club. This can include school news, movie reviews, and articles of interest to youth all over the country. Teenagers artistically inclined love to assist in displays.

Teenagers are very free with their opinions of books. Make use of this and record their comments in a gayly decorated folder called "Backtalk," quoting their names and schools. These comments can be collected in a prominent box labeled "What is your favorite book and why?" or/and "What did you think of the last book you read?" Comments of all types will be received, those showing real perception, and those making very superficial observations. Opinions expressed by the teen's contemporaries carry much more weight with him than those of the teacher, parent, or librarian, who often are accused of trying to educate the young people.

Another device that has worked quite successfully in the Skinner Room is having regular "new book release days." As new books arrive at the library they are saved for The Day. Book annotations and "Repeat performance" slips are pasted in the books, Plasti-Kleer covers are added, and finally the books are wrapped. On The Day the group draws numbers for books, and a party touch is added by popcorn and music on the phonograph. These are always exciting days, particularly when set near Christmas, Valentine's Day, and other holidays.

Much can be done through the schools to promote this new program. Invite classes to the library for special activities. Work with the school librarian to have the teen corner supplement rather than duplicate the school library. The attempt could be made to interest the home economics, manual training, and art teachers to send their students to the library to obtain materials from

the teen section. The latter, in turn, may put the knowledge to good use by constructing additional benches, or tables for the teen corner as they are needed, or preparing food for parties, or creating display and publicity materials. Perhaps the dramatics, English, history, and journalism teachers can be encouraged to assist their students in the writing of skits for teen club programs, or doing some reporting on library affairs for the local newspaper or radio station.

Camp Fire Girls, Boy Scouts, church youth groups, and other existing organizations for young people could be invited to hold some meetings in the library.

Lists, special projects, etc., are all very valuable, but enthusiastic personal book recommendations made by the librarian are still an extremely necessary part of successful library service. There are many ways of doing this, merely introducing the story or telling a single incompleting incident, never the whole incident, to create suspense. Compare the two extremes of introducing *Pride and Prejudice*. One, that "It is an English social novel of the mid-nineteenth century," the other that "Mrs. Bennett tried to marry off her five daughters to men with money and distinction, but the girls had other ideas."

When one is purchasing books for a teen corner, there are so many things to consider that could not possibly be mentioned in an article as short as this. However, experiment on the young people themselves. Have some of the better readers assist in the selection. This will develop their critical sense. Challenge the younger person with good adult books instead of always supplying him with regular teen books. It is the librarian's responsibility to extend the teenager's horizons and promote maturity in his reading and thinking. In a small library a good deal of experimentation and rotation of the books from section to section is possible. An occasional change of shelving is always healthy; books are less likely to become stale. How

discouraging it is to see the same book on the same shelf year after year!

How should we judge the books? What should we look for? What should we avoid? We should have a positive approach to each book as we read it. Does it have something to contribute to the collection? Does it have sound moral values? Are the characters real? Is the style good? Is it strong in plot? Or characterization? Or description? Obviously a book strong in either plot or character development will have a stronger appeal to the young person than one filled with prodigious descriptions. Does it avoid nostalgia? Youth is looking ahead, not backward. Does the story capture the reader's interest in the first fifty pages? Does right win over wrong? What about controversial books? Or good adult historical novels that may contain an objectionable scene? We cannot successfully forbid a younger person's reading a given book (he can always find the bad somewhere if he looks for it), but often we can dissuade him by saying, "Oh, it's so long," or "You'd be bored with it," or "Yes, it's sexy, but the plot is so stupid." Frank discussion with the teenager about a questionable book is salutary and eliminates silly whispering around the corners.

We must keep in mind the various fields of interest of the many young people who patronize the library and attempt to purchase books to satisfy them, books about self development, manners, boy-girl relationships, adventure, family, school, hobbies, sports, world problems, and others.

Many book reviewing media now give us suggested titles for teens. Young people's rooms throughout the country often publish lists of outstanding books and are usually glad to mail them upon request.

It should be the aim of all libraries to have some special service for the future adults of our land. By giving them the "library habit," in the years to come we will have an adult reading public.

# Shoestring Shelf

ELIZABETH M. BOND\*

*Head, Reference Department, Minneapolis Public Library*

Some reference materials priced from nothing to \$1.50.

## "For Free"

- American telephone & telegraph company. *Telephone statistics of the world*. January 1, 1950. The Company, 195 Broadway, New York 7. Free.
- Annual farm equipment facts and figures and market data file*. Farm Implement News, 608 So. Dearborn St., Chicago 5, 1950. Free.
- Association of American playing card manufacturers. *How to run canasta tournaments*. The Association, 420 Lexington Ave., New York 17, 1950. Free.
- Association of American railroads. *Minnesota's railroads*. The Association, Transportation Building, Washington 6, D. C., 1949. Free.
- Association of American railroads. *Named passenger trains*. The Association, Transportation Building, Washington 6, D. C., 1951. Free.
- Association of American railroads. *Names and nicknames of freight trains operated on the railroads of the United States*. The Association, Transportation Building, Washington 6, D. C., 1948. Free.
- Automobile manufacturers association. *Automobile facts and figures*. 30th ed. The Association, Transportation Building, Washington 6, D. C., 1950. Free.
- Children and music—Selected list of books and recordings*. Children's work associated section, National council of churches of Christ, 206 So. Michigan Ave., Chicago, 1951. Free.
- Dodge passenger car shop manual, 1949-50*. Dodge division, Chrysler corporation, Detroit 31, 1951. Free.
- 5,000 facts about Canada, 1950*. Ontario publication company, ltd., 18 Beverley St., Toronto. Free.
- Furs*. Household finance corporation, Research department, 919 Michigan Ave., Chicago, 1946. Free.
- Guaranty trust company of New York. *Bank and public holidays throughout the world, 1950*. The Company, 140 Broadway, New York, 15. Free.
- Household pests and their control*. Colorado agricultural and mechanical college. Extension service, Fort Collins, 1948. Free.
- Institute of life insurance. *Life insurance fact book*. The Institute, 60 East 42nd St., New York 17, 1949. Free.
- Jones, Jefferson. *Territorial post offices of Minnesota, a check list*. The Author, Bozeman, Mont., 1949. Free.
- Methodist publishing house. Church library service. *Your church library, a manual for church librarians*. The Author, 740 Rush St., Chicago, 1948. Free.
- Minneapolis chamber of commerce, Business statistics department. *Natural resources of Minnesota*. The Author, Minneapolis, 1950. Free.
- Minnesota. Department of business research and development. *Minnesota at midpoint*. The Department, St. Paul 1, 1950. Free.
- Minnesota. Department of conservation. *Trees of Minnesota, how to know them, a pocket manual*. 3rd rev. ed. The Department, St. Paul 1, 1950. Free.
- Minnesota. Department of health. *Minnesota directory of licensed hospitals and related institutions, 1950*. The Department, University of Minn., Minneapolis 14. Free.
- Minnesota. Division of social welfare. *Directory of certified child-caring agencies and institutions in Minnesota, 1951*. The Division, St. Paul 1. Free.
- Minnesota. State-Federal crop and livestock reporting service. *Minnesota agricultural statistics, 1948-49*. The Service, State Office Building, St. Paul 1. Free.
- National association and council of business schools. *Directory of business schools in the U. S. approved by the association*. The Association, Washington 9, D. C., 1950. Free.
- National association of motor bus operators. *Bus facts*. 19th ed. The Association, 839 Seventeenth St. N. W., Washington 6, D. C., 1949. Free.
- National home study council. *Home study blue book and directory of private home study schools and courses*. The Council, Washington, D. C., 1950. Free.

\*List accompanied talk given at Joint Alumni Institute, University of Minnesota Library on May 25, 1951.



Robinson, E. R. *New pronouncing dictionary of plant names*. Florists' publishing company, 343 So. Dearborn St., Chicago 4, 1948. Free.

Tax foundation. *Facts and figures on government finance, 1950-51*. The Foundation, 30 Rockefeller Plaza, New York 20, 1950. Free.

*Unitarian yearbook, 1950-51*. American Unitarian association, 25 Beacon St., Boston 8. Free.

#### Five cents to twenty cents

Michigan university library school. *Proposed record collection for a medium-sized library*. The School, Ann Arbor. \$.10.

Pan American union, Travel division. *A tourist's guide to holidays and festivals in Mexico*. The Author, Washington, D. C., 1948. \$.15.

Senior Scholastic. *Congress at work (Pt. II of February 14, 1951, issue)*. Scholastic magazine, McCall St., Dayton 1, Ohio. \$.20.

*Touring with Towser*. Gaines dog research center, 250 Park Ave., New York 17, 1950. \$.10.

United Christian youth movement. Commission on youth service projects. *Invest your summer, 1951*. The Author, 206 So. Michigan Ave., Chicago, 1951. \$.10.

United Nations. Secretariat. Department of public information. *Basic facts about the United Nations*. 6th ed. The Department, New York, 1951. \$.15.

U. S. Department of agriculture. *Stain removal*. Supt. of docs., Washington, D. C., 1942. (Farmer's bulletin, no. 1474.) \$.05.

U. S. Department of the interior. Fish and wildlife service. *Home for birds*. Supt. of docs., Washington, D. C., 1942. (Conservation bulletin, no. 14.) \$.10.

U. S. Civil defense office. *Survival under atomic attack*. Supt. of docs., Washington, D. C., 1950. \$.10.

U. S. Civil service commission. *Federal jobs outside the continental United States*. Supt. of docs., Washington, D. C., 1951. \$.10.

U. S. Department of commerce. *Special days, weeks, and months in 1951*. Supt. of docs., Washington, D. C., 1950. \$.15.

U. S. Department of commerce. *World electrical current characteristics*. Supt. of docs., Washington, D. C., 1948. (Industrial series, no. 83.) \$.15.

U. S. Department of labor. Bureau of labor statistics. *Glossary of currently used wage terms*. Supt. of docs., Washington, D. C., 1950. (Bulletin no. 983.) \$.15.

**Twenty-five cents to forty-nine cents**  
American Bible society. *A ready reference history of the English Bible*. rev. ed. The Society, New York, 1948. \$.25.

Aurand, A. M., Jr. *Quaint idioms and expressions of the Pennsylvania Germans*. Aurand press, Harrisburg, Pa., 1939. \$.25.

Blessing, F. K. *A glossary of the Ojibway dialect*. Minnesota Archaeologist, January, 1944. Vol. X no. 1. \$.40.

Canada, 1950. *The official handbook of present conditions and recent progress*. Dominion bureau of statistics, Department of trade and commerce, Ottawa, 1950. \$.25.

Cumulative book index. *Directory of publishers, Jan.-Dec., 1947*. Compiled by A. M. Armani. H. W. Wilson company, New York. \$.50.

*Dictionary of democracy*. Young America magazines, 32 E. 57th St., New York 22, 1949. \$.25.

Gwinn, A. E. and Hibbard, Esther. *Fun and festival in Japan*. Friendship press, New York, 1949. \$.35.

*Index to Current Biography, 1940-50*. H. W. Wilson company, New York, 1951. \$.50.

League of women voters, St. Paul. *You are the government*. The League. New York Building, St. Paul 1, 1949. \$.25.

MacCarteney, Laure Pendleton. *Phonograph records for pre-school children*. The author, 3601 Idaho Ave. N. W., Washington 16, D. C., 1948. \$.30.

MacGregor, Forbes. *Scots proverbs and rhymes*. Moray press, Edinburgh, 1948. 3/6.

National council of technical schools. *Approved technical institutes*. The Council, Washington 6, D. C., 1949. \$.25.

National university extension association. *Guide to correspondence study*. The Association, Bloomington, Ind., 1949. \$.25.

*The Scottish clans and their tartans*. 33rd ed. W.&A.K. Johnson, Ltd., Edinburgh, 1947. 3/6.

Shaw, Arnold. *Lingo of tin-pan alley*. Broadcast music, inc., 580 Fifth Ave., New York. \$.25.

*Spode, the fine English dinnerware*. Copeland & Thompson, 206 Fifth Ave., New York 10, 1940. \$.25.



- U. S. Department of agriculture. *Composition of foods, raw, processed, prepared*. Supt. of docs., Washington, D. C., 1950. (Agriculture handbook no. 8.) \$.35.
- U. S. Department of labor. Bureau of labor statistics. *Directory of labor unions in the U. S., 1950*. Supt. of docs., Washington, D. C., 1950. (Bulletin, no. 980.) \$.25.
- Fifty cents to ninety-five cents**
- American automobile association. *Digest of motor laws, 1949*. The Association, Washington 6, D. C. \$.50.
- American youth hostels, inc. *AYH handbook, 1950*. The Author, 63 Thirty-ninth St., New York 6. \$.50.
- Antiquarian bookman. *Special Bible supplement in honor of the 500th birthday of the first printing of the first printed book — the Gutenberg Bible, 1450-1950*. The Author, New York, November 18, 1950. \$.50.
- Bogardus, E. S. *Dictionary of cooperation*. Cooperative league of the U. S., 23 W. Forty-fifth St., New York 19, 1948. \$.75.
- Book of successful fireplaces*. Donley brothers Company, 13900 Miles Ave., Cleveland, 1950. \$.50.
- Crunden, M. M. *Disc adventures for tiny, 'tween and 'teen agers*. College women's club of Montclair, N. J., 1949. \$.40.
- Duckles, V. H. & Nicewonger, H. S. *Guide to reference materials on music*. University of Calif. press, Berkeley, 1949. \$.70.
- Fekula, A. A. *Russian orthodox baptismal names*. Russian Day committee of Luzerne County, Pennsylvania, 591 No. Main St., Wilkes-Barre, Pa. \$.50.
- George Peabody college for teachers. *Free and inexpensive learning materials*. The College, Nashville, Tenn., 1950. \$.50.
- Hammond's historical atlas*. Hammond, New York, 1950. \$.50.
- National safety council. *Accident facts*. The Council, 425 N. Michigan Ave., Chicago 11, 1950. \$.60.
- U. S. Post office department. *Description of United States postage stamps issued by the Post office department, July 1, 1847—December 31, 1950*. Supt. of docs., Washington, D. C. \$.60.
- Wilson, Howard. *Glossary of economic terms*. 2d ed. Economic institute, Box 1160, Chicago, 1949. \$.75.
- Woodall's trailer park directory, 1950*. Trailer Travel magazine, 35 E. Wacker Drive, Chicago 1. \$.50.
- Yeomen, R. S. and others. *Handbook of United States coins*. 8th ed. Whitman, Chicago, 1950. \$.75.
- \$1.00-\$1.50**
- Breasted, J. H. and others. *European history atlas*. 7th ed. Denoyer-Geppert, Chicago, 1947. \$.150.
- Commerce clearing house. *Dictionary of labor law terms*. The Author, Chicago, 1949. \$.100.
- Pan American union. *Music and musicians of the Dominican Republic*. The Author, Supt. of docs., Washington, D. C., 1949. (Music series, no. 15.) \$.125.
- Hopkins, G. E. *Your family tree*. Dietz press, Richmond, Va., 1949. \$.100.
- Japanese prints. Catalog of the C. J. & Jared K. Morse collection*. Wadsworth Atheneum. Hartford, Conn., 1951. \$.100.
- Jones, S. V. *How to get it from the government*. Dutton, New York, 1951. \$.50.
- Kaltenbach, G. E. *Dictionary of pronunciation of artist's names*. 2d ed. Art institute of Chicago, 1938. \$.125.
- Lovejoy, Clarence B. *Complete guide to American colleges and universities*. Simon & Schuster, New York, 1948. \$.150.
- The Milepost*. Alaska research company, Box 2446, Anchorage, Alaska, 1950. \$.100.
- Motion pictures and books*. Motion picture index, Arlington, Va. 1947-48-49. \$.150 each.
- Negro motorist green book, 1951*. Victor H. Green & company, 200 W. 135th St., New York 30. \$.100.
- Summer theatre directory, 1950*. Leo Shull publications, 128 W. Forty-eighth St., New York. \$.100.
- United Nations education, scientific, and cultural organization. *Study abroad; international handbook; fellowships, scholarships, educational exchange*, v. 3, 1951. Columbia university press, New York 27. \$.125.
- U. S. Office of education. *Directory of education, 1950*. Supt. of docs., Washington, D. C.
- Chap. 1. *Federal government and states*. \$.20.
- Chap. 2. *Counties and cities*. \$.20.
- Chap. 3. *Higher education*. \$.40.
- Chap. 4. *Educational associations*. \$.20.
- U. S. Office of education. *Directory of secondary schools*. Supt. of docs., Washington, D. C., 1949. \$.150.

# Standards For College Library Service in Minnesota

DAVID R. WATKINS

*Chairman, College Section, Minnesota Library Association*

At the most recent meeting of the College Library Section of the Minnesota Library Association which was held at the M.L.A. Conference in Duluth last September, I asked the opinion of those present as to whether a statement of standards for college libraries might be drawn up and adopted by the Section in the near future. Since Minnesota colleges, along with the colleges of the rest of the country, are faced with the serious financial problems which result from inflation and in some cases declining income from tuition, library programs are placed in jeopardy. A decline in quality of service seems possible, if it is not in some places already a fact. It seems to me college librarians have an obligation to keep college administrators aware of the goals of the library and to brief them on current thought in the library field. It is their duty to point out the weaknesses of their libraries and make recommendations for overcoming those weaknesses. The librarian does not do his president and his institution a favor when during times of crisis he practices "economies" which lower the academic standards of the college.

Furthermore, a statement of standard would tend to make all of us assess the status of our own libraries in relation to these standards and stimulate us to formulate plans to improve them. Such a statement should not be difficult to produce. It could be based on readily available documents—documents that would give it the requisite authority and achieve for it the respect of college administrators.

Very recently, almost as an omen of the good will of the gods, a statement of the College Library Division of the Texas Library Association was published. It was entitled "Administrative and Faculty Status of College Librarians in Texas." It was reprinted, either in whole or in part, in *Library Journal*, in *Higher Education*, and in the *Information Bulletin* of the Library of Congress. It was adopted as the policy of the College Library Division of the Texas Library Association on April 15, 1950, and

endorsed by the Executive Board of the Association, November 8, 1950. The status of college librarians is, of course, one very important point upon which a statement of standards is required. The text of the statement follows:

## **"The College Library in Relation to Instruction**

"For some years the American college, in developing its philosophy of education, has placed increasing emphasis upon the library in the instructional program. In many journals college administrators and librarians have written on numerous aspects of the problem of coordinating the library with curricular instruction. More comprehensive statements have been made in B. Lamar Johnson's *Vitalizing a College Library* (1939) and Harvie Branscomb's *Teaching with Books* (1940). Recently the Southern Association of Colleges and Secondary Schools has dealt with the matter in *Higher Education in the South* (1947), an official publication resulting from three southwide conferences held in 1941, 1942, and 1946. In all this writing there is almost universal agreement that the library is an instructional agency second only to the classroom.

## **"Functions Expected of College Librarians**

"Since the library is now regarded as primarily an instructional agency serving every department of the college, students in nearly all courses turn to the librarians for aid in pursuit of their college work. Textbooks no longer serve as course bibles and classroom instruction is supplemented and vitalized by the use of library materials. Librarians are thus required to assume certain organizational and teaching responsibilities beyond those of the classroom teacher, whose work is limited to a single field. They introduce the beginning student to the nature and use of library tools and resources and give him his first glimpse of the endless possibilities open to him in a college library. They aid the more advanced

student in bibliographical and research projects. They become the teacher-counselors of all students who grasp the fundamental relationship of the library to their intellectual development.

"Librarians also have duties to the classroom teachers on the faculty. In cooperation with these teachers they are expected to build an authoritative working collection of library materials. They are expected to be familiar with research procedures and to meet the essential needs of the faculty members engaged in research studies. In all matters related to faculty-library problems, whether personal or curricular, they are expected to give direct aid or advice.

"To fulfill the preceding functions the entire library staff must plan and work as a unit to provide library services that will satisfy the needs of the college community.

#### **"Present Ambiguous Status of College Librarians**

"From the foregoing paragraphs it would appear to the uninitiated that librarians must hold the most enviable positions on the entire college staff. Such is not the case. A study of college catalogs shows that librarians are variously grouped with administrative personnel, with the teaching faculty, independently, or are not listed at all. This failure to identify the librarian as essentially a teacher places him in an equivocal position harmful to both the institution and the library staff. Without adequate recognition of the library's basic contribution, the institution cannot fully realize its educational potentialities. The inevitable question is whether colleges desire librarians whose duties will be limited to the records and routines that are an inescapable part of library operation, or librarians who are active teachers of inquiring students and colleagues of the classroom faculty.

#### **"Solution Proposed**

"In accord with the general recognition of the essential place of the library in the American college curriculum, and the statement on the college library by the Southern Association of Colleges and Secondary Schools in *Higher Education in the South*, the College Library Division of the Texas Library Association recommends the following status for college librarians in Texas:

1. Rank: That, dependent upon academic

training and experience, faculty status be granted professional librarians in one of the four ranks of: instructor, assistant professor, associate professor, professor, or equivalent ranks adopted for professional librarians, and that the criteria for advancement from rank to rank be the same as or comparable to those applied to the classroom faculty.

2. Title: That professional librarians be listed with their rank in the college catalog and on the faculty roster.
3. Salary: That professional librarians be placed on a salary scale comparable to that of the classroom faculty, with adjustment upward for the additional months of service annually required of librarians.
4. Faculty rights and privileges: That professional librarians have rights and privileges equivalent to those of classroom teachers in regard to holiday and vacation periods within the academic year, inclusion in college social affairs, sick leave, group insurance, retirement benefits, attendance at faculty meetings, service on faculty committees, and tenure of position."

It seems to me that this excellent statement offers a good precedent to follow. If the College Section of M.L.A. were to decide to produce something of the sort, the scope of the statement could be broadened to include the financial support of the library by the institution. Such a document could be an important factor in the strengthening of college libraries in Minnesota.

I should like to propose the drafting of such a statement as the chief item on the program of the sectional meeting during the M.L.A. conference to be held in Minneapolis this fall. We all know from experience that the college executive tends to inquire about the practice in other local institutions when the librarian makes recommendations for improvements in the library program of his institution. It behooves us, then, to clarify our thinking in the matter of standards and to carefully consider specific goals for our libraries. I believe we must do that in concert, for it is as true in the library field as in life as a whole that "no man is an island." Nor, in the matter of the maintaining of high standards, dare we "send to know for whom the bell tolls."

# Range Trustee Association Survey

DOROTHY KARON

*Chairman, Range Trustee Survey Committee*

When the Range Trustees Association held their executive board meeting in Hibbing last spring, it was the consensus of opinion that a survey of member libraries of the Association would be helpful. The following committee was appointed to direct the details of such a survey: Francis Method, Kinney; M. L. Malmquist, Grand Rapids; Harold Reich, International Falls; Harold Hedman, Chisholm; and Dorothy Karon, Virginia, Chairman.

The purpose of this survey was to gather information and data to aid in making a comprehensive study of the facilities, inner workings, and administration of the Range libraries. Thirteen of the eighteen member libraries participated in the survey.

The findings set forth below are intended to be used as a basis for comparison.

## Days Open for Circulation

Hours open per week:	69	58	48	36	24	19
	64	58	45	31		
	64	51				
	61					

All open at least part of each week day.

Survey Question	Yes	No	Remarks
Is your library open on Sunday?.....	1	12	The one library open is in charge of regular staff — for reference, reading, and circulation 2:00 to 5:00 P.M.
Does your library have a branch?.....	2	11	
Does your library have a station?.....	2	11	
Does your library have a youth room?....	2	11	
Does your library have a children's room?	9	4	
Does your library have a smoking room?	2	11	
Do you have bookmobile service?.....	0	13	

## Book Collection

Survey Question	Yes	No	Remarks
Does librarian have a free hand in periodical and book selection?.....	5	8	
Does your library have a rental collection?	1	12	The library reporting rental collection charges .02 per day
Does your library have an up-to-date pamphlet file? .....	11	2	
Does your library own film?.....	0	13	
Does your library own projectors?.....	2	11	One library reported period of loan—1 day, the other—1 show
Does your library own film strips?.....	1	12	
Does your library own tape recordings?..	0	13	
Does your library have a record collection? .....	6	7	Two libraries reported period of loan — 1 week, 2 reported — 2 weeks
Does your library loan sheet music?.....	2	11	Both libraries reported period of loan — 2 weeks
Does your library own wire recordings?..	0	13	





How many trustees attended last national meeting?..... 1 board reported 1.  
 How many trustees attended last state meeting?..... 10 boards reported at least one.  
 How many trustees attended last district meeting?..... 12 boards reported many.

Members of boards represent:

Number of boards reporting.

Board equals B

Number of trustees—trustees equals T.

	1T	2T	3T	4T	5T	6T	7T	8T
Business .....	3B	3B	1B	2B				
Homes .....	1B	3B	2B	1B	3B	1B	1B	
Professions .....	6B	2B	3B	1B	1B			
Labor .....	4B	1B	1B					
Agriculture .....	0	0	0					
Retired .....	1B							
Industry .....	3B	3B						

#### Personnel

Do you have adequate trained personnel? 8 boards reported yes.

5 boards reported no.

Those answering "No" gave inadequate finances as their reason for inadequate number of trained people.

#### Number of Staff Members in Library

	Trained	Untrained	Janitorial	Pages
Library 1 reports.....	1	2	0	0
Library 2 reports.....	1	2	1	0
Library 3 reports.....	0	1	0	0
Library 4 reports.....	2	2	1 (part time)	3
Library 5 reports.....	3	5	3	2 (part time)
Library 6 reports.....	1	6	1	0
Library 7 reports.....	1	1	1	2
Library 8 reports.....	3	2 (one part time)	1	0
Library 9 reports.....	1	2	0	0
Library 10 reports.....	2	1	1	1
Library 11 reports.....	0	1	0	0
Library 12 reports.....	0	1	0	0
Library 13 reports.....	1	1	1	00

Of the libraries reporting vacation and sick leave schedules, the following averages were worked out.

Vacations with pay.....	Trained—average .....	2.71 weeks
	Untrained—average .....	2.44 weeks
	Janitorial—average .....	2 weeks
Sick leave .....	Average 9.8 days per year for all personnel.	

Does librarian attend district, state, and national meetings? .....

State—12 reported yes  
 District—12 reported yes  
 National—4 reported yes

Are expenses for these meetings paid from library funds? .....

1 reported no.  
 10 reported yes.  
 1 reported yes district and state only.  
 1 reported yes state meeting only.

Do you use cost-of-living method in governing salary increase? .....

1 library reported yes.  
 12 libraries reported no.

Among new services introduced by librarian lately are the following:

- Pamphlet file.
- Youth room.
- Summer story hours in parks and playgrounds.
- Book service interloans to churches.
- Circulation of victrola records to shut-ins.
- Additional periodicals.
- Book jacket binder promoted new books.
- Loan out stereographs and views.
- Amateur photography show.
- Established film service in cooperation with film council.
- Pre-school story hour.
- Hobby day for boys.
- Doll day for girls.
- Pocket books.
- Film projector. Also obtain and order film.
- Research questions.
- Income tax forms filled.

#### Range Salary Scale

Number of hours per week	Annual Salary	Hourly Salary	Scaled over or under average hourly salary
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#### TRAINED PERSONNEL

46 .....	4200.00	1.76	.50 over
40 .....	2640.00	1.26	average
40 .....	2280.00	1.10	.16 under
44 .....	2400.00	1.05	.21 under
unlisted .....	3960.00	.....	.....
30 .....	1980.00	1.26	average
37 .....	2695.00	1.40	.14 over
40 .....	2760.00	1.33	.07 over
40 .....	2400.00	1.15	.11 under
unlisted .....	3640.00	.....	.....
40 .....	2760.00	1.33	.07 over
30 .....	1620.00	1.04	.22 under
40 .....	2040.00	.98	.28 under
40 .....	3060.00	1.47	.21 over
40 .....	2520.00	1.22	.04 under
40 .....	2760.00	1.33	.07 over
Average .....	2732.19		
Average .....		1.26	

#### CLERICAL

40 .....	1800.00	.87	.13 over
42 .....	1440.00	.66	.08 under
part time .....	720.00	.....	.....
40 .....	1680.00	.81	.07 over
40 .....	1500.00	.72	.02 under
40 .....	1440.00	.69	.05 under
40 .....	1440.00	.69	.05 under
Average .....	1471.44		
Average .....		.74	

Number of hours per week	Annual Salary	Hourly Salary	Scaled over or under average hourly salary
	PAGES		
.....	390.00	....	....
.....	206.00	....	....
.....	273.00	....	....
.....	.....	.50	.03 under
.....	.....	.55	.02 over
.....	.....	.60	.07 over
.....	.....	.50	.03 under
.....	.....	.50	.03 under
Average .....	289.66		
Average .....		.53	

## UNTRAINED PERSONNEL

42 .....	2700.00	1.28	.46 over
42 .....	1680.00	.77	.05 under
42 .....	1680.00	.77	.05 under
42 .....	1560.00	.71	.11 under
42 .....	1680.00	.77	.05 under
40 .....	2460.00	1.18	.36 over
30½ .....	1140.00	.72	.10 under
10 .....	862.50	.88	.06 over
varies .....	900.00	....	....
30 .....	1110.00	.71	.11 under
30 .....	1110.00	.71	.11 under
28 .....	1020.00	.61	.21 under
37 .....	1410.00	.71	.11 under
40 .....	1620.00	.77	.05 under
40 .....	2100.00	1.05	.23 over
15 .....	.....	.75	.07 under
15 .....	.....	.80	.02 under
Average .....	1535.50		
Average .....		.82	

## JANITORIAL

42 .....	2220.00	1.01	.11 over
40 .....	1200.00	.59	.31 under
unlisted .....	1740.00	....	....
part time .....	1110.00	....	....
30½ .....	1260.00	.79	.11 under
part time .....	1080.00	....	....
40 .....	2520.00	1.22	.32 over
40 .....	2520.00	1.22	.32 over
40 .....	1800.00	.87	.03 under
40 .....	1230.00	.59	.31 under
Average .....	1668.00		
Average .....		.90	

# Emma Brock—Minnesota Author and Illustrator

COLETTE T. PAUL

*Children's Room Staff, St. Paul Public Library*

Among the first of our Minnesota illustrators to achieve national prominence was Wanda Gag, whose story has been ably told in her own auto-biography *Growing Pains* and in *Wanda Gag* by Alma Scott, children's librarian and near neighbor of the Gag family in New Ulm. Miss Gag has been followed by several others. Paul Brown and Walter J. Wilwerding are two of the most distinguished portrayers of animals. Mr. Brown, born in Mapleton, Minnesota, specializes in horses and dogs. His *Crazy Quilt*, *Draw Horses*, *Indian Paint* and *Fire!* are some of his best. Mr. Wilwerding, formerly of Winona and now living in Minneapolis, writes about and portrays the jungle animals he has actually seen. *Tempo*, *the Forest Giant*, *Keema of the Monkey People*, and *Punda, the Tiger-Horse* are characteristic of his art and writing style. An illustrator who is probably better known for her portraits is Elizabeth Olds. Originally a native of Minnesota, she now lives in New York City. She has written and illustrated two excellent children's books, *Riding the Rails* and *The Big Fire*.

Carol Brink, currently a resident of St. Paul, was the first and to date the only Minnesota author to attain the Newbery Award. She received it in 1936 for *Caddie Woodlawn*, a story about her grandmother's childhood in Wisconsin. This was also the subject of *Magical Melons*, a collection of stories about Caddie Woodlawn published in 1944. The rest of her seven juvenile titles are about children in France and Scotland (with the exception of *All Over Town*). Maud Hart Lovelace, also a native of Minnesota, is equally well known for her adult and juvenile books dealing with southern Minnesota. Her Betsy-Tacy titles, written for her own small daughter, are largely autobiographical, centered around her childhood in Mankato. Marchette Chute, who was born in Minneapolis, has written and illustrated several books of verse for children, the latest one being *Rhymes About the City*. Her sister, Beatrice Joy Chute, also born in Minneapolis, wrote *Shattuck Cadet*, which covers a school boy's life at a military school in Fribault. Books dealing with Sweden are the

specialty of Annette Turngren, who was born in Hopkins and went to the University of Minnesota. She has written two stories, *Flaxen Braids* and *Copper Kettle*, both based on her parents' childhood in the old world. Mildred Comfort, author of *Winter on the Johnny Smoker*, a Minnesota story of Read's Landing and the Mississippi River around 1875, is a Stillwater woman who has been writing for more than thirty years. Rose Sackett is a former assistant in the Children's Room of the St. Paul Public Library; now married, she contributes to the field of children's literature. *Cousin from Clare*, which was published during the five years she was at the Library, is a delightful story based on her mother's childhood in Ireland, and *Penny Lavender*, a more recent title, has to do with pioneer life at Fort Snelling. Belonging to this author-illustrator group is Emma Brock. She is primarily an illustrator, but the many books she has written show that she is equally capable in that field. Since she recently announced her retirement, it is particularly fitting that some of her accomplishments be recorded.

Emma Brock was born on June 11, 1886, in Fort Shaw, Montana, not far from Missoula, but she stayed there for only two years. Miss Brock's father, Morton R. Brock, was a civilian in the Army's service and, though it necessitated the family's moving every few years, his position gave the children the excitement and pleasure of living in a great variety of places.

Emma was barely two when they moved to Fort Snelling, which was their home for just a few years. Her recollections of life at this military post are a strange mixture of snowstorms, Indians, and the fun of learning to read and write. After the family left Minnesota, they went on, first to Colorado, then to Illinois, and finally back again to Montana. Through these years Miss Brock was storing up impressions which were to help in providing her with background material for the many stories that boys and girls of today like to read and re-read.

When the Brocks were in the East, she

went to school in Brooklyn and to high school in New York City and Philadelphia. They returned to Minnesota and St. Paul about the time she was ready to enter college, so she enrolled at the University of Minnesota, where she received her Bachelor of Arts degree. She specialized in literature and writing, studying the latter under Ada Comstock. From the University, she went on to the Minneapolis Art School for courses in design and figure drawing. While at the art school, she spent the summer painting in a Slovak settlement on the Mississippi River Bottoms in Minneapolis and discovered she had a liking for the portrayal of quaint characters. After a few years of service in the Art Room of the Minneapolis Public Library, she was off again to New York City. There she engaged in further art work and the study of etching under Joseph Pennell. During all this time she was also doing illustrations for Macmillan and Harcourt, Brace publishing houses. Her first illustrations appeared in a new edition of *Memoirs of a London Doll* in 1922. She did these illustrations while she was working in the Children's Room of the New York Public Library. It is the only book she has illustrated with silhouettes.

In 1925 Miss Brock made her first trip across the Atlantic and visited France and England. Three years later she returned to visit Brittany and Italy. It was while she was in Brittany that she got her inspiration for *The Runaway Sardine*, which portrays life in the Breton fishing villages. She returned to St. Paul in 1928, when this, the first book which she had both written and illustrated, was published. She made another trip to Europe in 1938 where, in the Black Forest of Germany, she gathered material for *Little Fat Gretchen*, considered to be one of her finest. Through the years many of her books have dealt with the things she saw and did during her travels. However, she has not confined her writing to tales about European children and their families. Several are about American farm and village life.

Since her return to the States, she has been living in St. Paul. Besides writing and illustrating stories, she has also done storytelling in the public libraries of both St. Paul and Minneapolis and in their branches. This May as she started her retirement, she

made a return visit to the British Isles, France, and Italy.

Additional material about Miss Brock may be found in the following places:

*Who's Who in American Art*, v. 4. American Federation of Arts, 1947.

*Who's Who in Minnesota*. Minnesota Education Association, 1941.

Kunitz, Stanley. *Junior Book of Authors*. H. W. Wilson Company, 1934.

Mahony, Bertha. *Contemporary Illustrators of Children's Books*. Bookshop for boys and girls, 1930.

Mahony, Bertha. *Illustrators of Children's Books, 1744-1945*. Horn Book, 1947.

*St. Paul Pioneer Press*, October 23, 1949. Feature Section, p. 3.

#### Stories with Minnesota Settings

*Drusilla*. Knopf, 1940. 1.50. A cornhusk doll brought to Minnesota in covered wagon days.

*Then Came Adventure*. Knopf, 1941. 2.00. A North Shore and Lake Superior story. Both a mystery and a north woods tale.

*The Topsy-Turvy Family*. Knopf, 1943. 2.00. A new teacher from Maine comes out to Minnesota in pioneer days.

The three books mentioned above have Minnesota in general for their locale; the following seven have Hastings, Minnesota, for their locale.

*The Birds' Christmas Tree*. Knopf, 1946. 1.50.

*Here Comes Kristie*. Knopf, 1942. 1.75.

*Kristie and the Colt*. Knopf, 1949. 2.00.

*Mr. Wren's Family*. Knopf, 1944. 1.50.

*A Pet for Barbie*. Knopf, 1947. 1.50.

*Three Ring Circus*. Knopf, 1950. 2.50.

*Uncle Bennie Goes Visiting*. Knopf, 1944. 2.00. Victory gardening during World War II.

#### Books Dealing with Other Locales

*At Midsummer Time*. Knopf, 1940. 1.50. Midsummer Day festival in Sweden.

*Greedy Goat*. Knopf, 1931. 1.75. The Tyrolean Mountains in Austria.

*Heedless Susan*. Knopf, 1939. 1.75. A small girl who forgot to remember.

*High in the Mountains*. Whitman, 1946. 2.00. Switzerland in the spring.

*Little Duchess*. Knopf, 1948. 2.50. Princess Anne of Brittany, later Queen of France.

*Little Fat Gretchen*. Knopf, 1936. 1.25. A little music-box girl in the Black Forest



- of Germany and one of the loveliest lullabies in all musical literature.
- The Runaway Sardine.* Knopf, 1929. A restless sardine in a Breton fishing village.
- The Surprise Balloon.* Knopf, 1941. 1.50. An Easter rabbit finds a balloon.
- Till Potatoes Grow on Trees.* Knopf, 1947. Stories of American farm life that grew from Miss Brock's storytelling.
- To Market! To Market!* Knopf, 1930. 1.75. A duck and a mouse go off to market in Zeeland, Holland.
- Too Fast for John.* Knopf, 1940. 1.00. John goes to California on the red and silver streamliner.
- The Umbrella Man.* Knopf, 1945. 1.50. A pixie-like peddler who fixed up and mixed up all kinds of umbrellas.
- Miss Brock's Work as an Illustrator*  
Horne, R. H. *Memoirs of a London Doll.* Macmillan, 1922. 1.00.
- Jacobs, Joseph. *Johnny-Cake.* Putnam, 1933. 1.00.

### News and Notes

Ralph Van Handel has taken over his duties as coordinator and head librarian of the Hibbing Public Library, according to an announcement made by J. R. Hurley of the Board. Mr. Van Handel received his library training at the Universities of Michigan and Wisconsin, and has served in the public libraries of Madison and Appleton, Wisconsin, and Lawrence, Kansas.

It was a shock to hear of the sudden death of Anna Nystuen on May 25. Miss Nystuen had served as city librarian of Northfield during the past 24 years.

Mrs. Nellie B. Yantes has resigned from her position as librarian of the Virginia Public Library after two years of service.

Eugene McLane has been appointed librarian of the Martin County Library. He succeeds Robert L. Stickney who resigned to enter military service in Alaska.

Cannon Falls has just opened its new library. It has quarters in the City Hall and is open Wednesday and Saturday afternoons from 1:30 - 5:00 P.M.

Mrs. Hazel Halgrim has just informed us of the death of Mrs. Mary D. Shaw, a member of the Thief River Falls Public Library Board since its beginning in 1914.

Myrtle Rundquist, librarian of the Moorhead Public Library, has announced the appointment of Marcella Kramer as Clay County librarian. Miss Kramer, a recent graduate of the Division of Library Instruction, University of Minnesota, succeeds Mary Cary.

David H. Clift, Associate Librarian at Yale University, has been appointed Executive Secretary of the American Library Association.

# CIVIL DEFENSE

## Sources of Information

Your attention is invited to two important sources of information on activities of defense agencies. One stresses releases and publications; the other, personnel and functions.

1. *Business Service Check List*, beginning with the issue of March 23, 1951, has been expanded by the U. S. Department of Commerce to include listings of selected releases and regulations of various new defense agencies. This material is important to educational organizations as well as to business and industry. The BSCL continues, of course, to function as guide to material published within each preceding week by the various bureaus and offices of the Department of Commerce, including the National Production Authority. Material—both priced and free—available through that Department covers three broad fields of activity: business and economics; transportation, and science.

New agencies covered by BSCL are:

- Defense Production Administration
- Defense Transportation Administration
- Department of Interior
- Defense Fisheries Administration
- Defense Minerals Administration
- Defense Solid Fuels Administration
- Petroleum Administration for Defense
- Economic Stabilization Agency
- Office of Price Stabilization
- Wage Stabilization Board

Additional defense agency listings will be included in future issues.

How to Obtain Listed Materials: Department of Commerce materials, some of which are issued on a periodic basis, may be ordered on a form which appears in BSCL. Requests for materials issued by other agencies should include title and date of release or publication and be addressed to the Director of Information at the originating agency; such material should not be requested from the Department of Commerce.

Subscriptions to BSCL. The order form may also be used to subscribe, at \$1.50 per

year, to the expanded *Business Service Check List*. Free subscriptions are available on written request, to tax-supported public libraries and to libraries of tax-supported institutions of higher learning. A limited number of free subscriptions is available to other free libraries which are open to the general public and to libraries of nonprofit institutions of higher learning. Librarians should address:

U. S. Department of Commerce  
Attention: Business Service Check List  
Washington 25, D. C.

Libraries which have been designated depositories by Congress receive BSCL directly from the Government Printing Office; they should not request it from the Department of Commerce.

2. *Handbook of Emergency Defense Activities*, prepared by the National Archives and Records Service of the General Services Administration, is a guide to Federal agencies, all or part of whose functions pertain to the defense program. It includes brief organizational outlines; names and addresses of officials of emergency defense agencies, the Department of Defense, and the United States Coast Guard, and a list of officials from whom information concerning other Federal agencies may be obtained. The *Handbook* lists commonly used abbreviations of Federal agencies and carries both subject and name indexes.

How to Obtain the Handbook: Send 25 cents to the Superintendent of Documents, U. S. Government Printing Office, Washington 25, D. C.

Two standard sources of information on Government agencies and activities are:

*United States Government Organization Manual*, 1950-51, published as a special edition of the *Federal Register* by the National Archives and Records Service of the General Services Administration. Available at \$1 a copy through the Superintendent of Documents, this official organization handbook contains material on authorization, functions, officials, and publications of all Federal agencies; brief descriptions of quasi-

official agencies and selected international organizations; and charts of the more complex organizations.

*Congressional Directory*, 82d Congress, March 1951, published for the use of the United States Congress but available at \$1.50 a copy through the Superintendent of Documents. This work provides in addition to biographies and other specialized Congressional material, detailed listings of key personnel in all branches and agencies.

Each of these works is more general in coverage, with a function distinct and separate from that of the *Handbook of Emergency Defense Activities*.

### Civil Defense Films

Arrangements with the motion picture industry for the production of a series of official Federal Civil Defense Administration films are completed, it was announced today. These pictures are being produced by private capital at no cost to the government.

The first film, *Survival Under Atomic Attack*, is being produced by United World Films, Inc., and will be released through local film dealers early in April. The second film, *Preparing Your Home Against Atomic Attack*, and the third film, *Fire Fighting for Householders*, are being produced by Teletran, New York, N. Y., and will be available in May. Other films in this series are in earlier stages of production in the studios of the motion picture producers listed below:

*What You Should Know About Biological Warfare*. Reid H. Ray Film Industries, Inc., 2269 Ford Parkway, St. Paul, Minn.  
*What You Should Know About Poison Gases*. Philip Ragan, RD No. 2, Malvern, Pennsylvania.

*Emergency Action to Save Lives*. Teletran, Inc., 480 Lexington Ave., New York, N. Y.

*The Cities Must Fight*. Archer Productions, Inc., 35 W. 53rd St., New York, N. Y.

*Civil Defense for Industry*. United World Films, Inc., 1445 Park Ave., New York, N. Y.

*Civil Defense for Schools* will be produced by Archer Productions, Inc., in cooperation with the National Education Association of the United States and the Federal Civil Defense Administration.

These films will be designated official U. S. Civil Defense films. No other films will carry this approval, or any other Federal Civil Defense Administration endorsement. While some privately produced films have been reviewed in the past, none has received official approval of any kind.

Designed for wide 16mm distribution, these pictures will be based on information contained in public education booklets prepared by the Federal Civil Defense Administration. The booklets, *Survival Under Atomic Attack*, and *What You Should Know About Biological Warfare*, are now available to the public.

Each film will be one reel in length. Federal Civil Defense Administration personnel will work very closely with producers at each stage of production to assure technical accuracy. Prints will be available through producers and local film dealers in 16mm sound, 16mm silent, 8mm, and in shortened or headline versions of both 16mm and 8mm, and in filmstrips of 48 frames.

Prices for the films have been determined on the basis of the 1936 price in the 16mm industry, which was \$17.50 per print for one reel, with customary dealer discounts.

The films will be sold by the producers and local film dealers, and rented by many 16mm film libraries.

The purchase price is shown below.

#### PRICE LIST

16mm sound .....	\$17.50
16mm silent .....	9.75
8mm complete .....	5.50
16mm headline (100 ft. or less)....	2.75
8mm headline (100 ft. or less)....	1.75
Filmstrip (48 frames) .....	3.00

### Metals for Schools, Colleges, and Libraries

On January 30, 1951, Earl J. McGrath, U. S. Commissioner of Education, described in a Defense Information Bulletin the responsibilities of the Office of Education as claimant for the field of education under the Defense Production Act of 1950. Following an Office of Education survey covering estimated needs for steel, copper, and aluminum in school, college, and library construction programs, the Defense Production Administration set aside for the month of June 1951 amounts of these materials judged sufficient for urgently needed construction which otherwise would not be pos-

sible. It is expected, of course, that a large part of such building will continue on an open market basis. The amounts set aside constitute roughly 50 per cent of the estimated needs for the month of June.

You are now advised that arrangements have been made with the National Production Authority, Department of Commerce, whereby schools, colleges, and libraries may apply directly to the Office of Education for allocations of steel, copper, and aluminum now available under the set-aside program. Hardship cases—those cases in which essential construction has been delayed or stopped because of construction material shortages—will naturally be given first consideration. All requests for such assistance should be filed promptly since allocations will be made wherever possible upon receipt of all the necessary information, until quotas for the month of June have been exhausted.

Applications may for the time being be made by letter to the Office of Education, Federal Security Agency, Washington 25, D. C. They should include the following information: (1) List of materials and equipment needed which cannot be pro-

cured through normal channels; (2) numbers and dates of the purchase orders placed for these materials; (3) names of suppliers with whom purchase orders have been placed; (4) weights and costs of materials; (5) dates specified for delivery and dates delivery promised; (6) names and addresses of other suppliers or sources queried; (7) evidence that suppliers are unable or unwilling to fill orders to meet phased delivery requirements; (8) clear statement of need and urgency for delivery of materials. If you have difficulty in preparing your request for a materials allocation on the basis of these items, it is suggested that you communicate with the Office of Education before filing your application.

This procedure will be incorporated in the formal plan of operation to be announced shortly.

Meanwhile, you will be interested to know that the Office of Education is continuing to render informal assistance on a spot basis with respect to scarce construction items other than steel, copper, and aluminum, as well as materials and equipment which may be in short supply.

### *Editor's Note*

Through an error on the part of your editor the March, 1951 issue of *Minnesota Libraries* was numbered incorrectly. It should have been No. 9 instead of No. 8 as printed. The volume number, date and paging, however, are correct.

Each library board president is urged to be sure to circulate his issue of *Minnesota Libraries* among other members of the board so that they may be kept posted on current Minnesota library matters. Since each library is being furnished with an official file for preservation, board members need not worry about wearing out the president's copy through steady use.

# BOOKS AND PAMPHLETS

## Books For Our Times

Compiled by Ardis Jensen

### Atomic Energy

- H bomb*; introduction by Albert Einstein; commentary by George Fielding Eliot. . . . Didier, 1950. 175 p. 2.50. A symposium by scientists, journalists, politicians, and others on the probable military and political effects and the moral questions involved.
- Hecht, Selig. *Explaining the atom*. Viking, 1947. 205 p. illus. 2.75. Dr. Hecht explains the atom to the layman, what it is, how we learned about it, how and why it was split. Clear and unpretentious.
- Higinbotham, William A., and Lindley, Ernest K. *Atomic challenge*. Foreign policy association, 1947. 63 p. illus. (Headline series, No. 63, May-June, 1947.) .35. Contents: Splitting the atom, by William A. Higinbotham; Harnessing the atom, by Ernest K. Lindley. Dr. Higinbotham explains the atom in simple terms for the layman "who wants some idea of what it is all about." Mr. Lindley discusses steps taken by the United States and the United Nations to control the use of atomic energy for war purposes and makes suggestions for further measures in the struggle for atomic power.
- Hoffman, M. D. *Readings for the atomic age*. Globe book company, 1950. 406 p. illus. 2.80. A high school textbook containing articles and excerpts from books by outstanding scientists, educators, journalists, and others. Will be useful with adults who want information on the development of the atomic bomb and its effect and the influence of atomic power on man's destiny. No index.
- Laurence, William L. *The hell bomb*. Knopf, 1951. 198 p. illus. 2.75. What the hydrogen bomb is, how it differs from the present bomb, what must be done before it can be made, and the implications of its development as a weapon and as an international problem.
- Rabinowitch, Eugene, ed. *Minutes to midnight; the international control of atomic energy*; with commentary. Educational foundation for nuclear science, inc., 53 West Jackson Boulevard, Chicago 4, 1950. 128 p. (Atomic Scientists of Chicago. Bulletin: Atomic science and education series, no. 1.) 1.00. Documents and speeches.
- Rothmann, S. E., ed. *Constructive uses of atomic energy*, by Samuel K. Allison and others. Harper, 1949. 258 p. 3.00. Fourteen scientists and engineers present articles on the use of atomic energy in industry, medicine, agriculture, and other fields. Careful reading is required.
- Sacks, Jacob. *The atom at work*; illus. by George R. Cox. Ronald, 1951. 327 p. 4.00. The story of what scientists are doing to develop atomic energy and radioactive substances for peacetime uses. For the general reader.
- Wendt, Gerald. *Atomic energy and the hydrogen bomb*. McBride, 1950. 192 p. 2.75. Popularized discussion, much of it frankly speculative, of the history of nuclear energy, the steps necessary for the production of an H-bomb, and the possibilities that peace-time benefits of atomic energy may soon be realized. For young people and adults.

### The United Nations

- Ashley, Montagu, M. F. *Statement on race; an extended discussion in plain language of the UNESCO statement by experts on race relations*. Schuman, 1951. 172 p. 2.00.
- Carnegie endowment for international peace. *The United Nations: its record and its prospects*. Carnegie endowment, 405 West 117th Street, New York, 1950. 60 p. .20. Explains briefly some of the Charter's basic principles, defines the scope of the United Nations' organization and activities, and describes its accomplishments and current problems. Popular in style.
- Chase, Eugene P. *The United Nations in action*. McGraw-Hill, 1950. 464 p. 4.50.



The United Nations—its history, an evaluation of its achievements, and speculation about its future. Includes material on the trusteeships and the specialized agencies. Bibliographical notes, the Charter, and the Statute of the International Court of Justice appear in an appendix.

Roosevelt, Eleanor R., and Ferris, Helen. *Partners: the United Nations and youth*. Doubleday, 1950. 206 p. illus. 3.00. An attractive book on the subject of what the United Nations is doing for and with the young people of the world in its effort to promote peace and security. The use of anecdotes and many illustrations increase its appeal for both adults and young people.

United Nations. Department of public information. *Basic facts about the United Nations*. 6th ed. Columbia univ. press, International documents service, 1951. 44 p. (United Nations Publication 1951.I.1) .15. A small handbook giving the organization, purpose, and functions and listing the member nations of the main body of the United Nations, its chief divisions, and the specialized agencies. Includes the date of establishment, the amount of the budget, and the headquarters address for each.

U. S. Department of State. *Facts and figures about the United Nations; a new dimension in world cooperation*. U. S. Govt. print. office, 1950. 15 p. .05. Interesting bits of information about the United Nations and its work for world peace and friendship among nations. Will answer such questions as "How many European children have been vaccinated?"; "In which countries have displaced persons been welcomed?" "What countries have been given technical assistance by the United Nations?"

U. S. National commission for UNESCO. *UNESCO, five years of work*. The Commission, Washington, D. C., 1951. 18 p. free. The accomplishments of the United Nations Educational, Scientific and Cultural Organization in the fields of education, natural and social science, and the arts. Also discusses UNESCO's use of radio, films, the press, and the exchange of persons to promote ideas and distribute information, and its relief work with organizations and individuals.

U. S. National commission for UNESCO.

*The UNESCO story; a resource and action booklet for organizations and communities*. The Commission, Washington, D. C., 1950. 112 p. illus., photographs.

.55. Readable text and many illustrations tell the story of UNESCO's goals and what American communities have done and can do to further them. Includes practical suggestions for discussion programs, radio shows, and exhibits, and lists other sources of assistance.

*Your human rights; the Universal declaration of human rights proclaimed by the United Nations*, December 10, 1948; introduction by Eleanor Roosevelt. Ellner publishers, 151 E. 19th Street, New York, 1950. .25. The complete text, with illustrations from the official United Nations filmstrip.

Zocca, Marie R., and Zocca, Louis R. *The United Nations—action for peace; a layman's guide*. Rutgers univ. press, 1951. 59 p. illus. .30. About half of this pamphlet is used to describe the United Nations and its subdivisions, giving the headquarters address, purpose, machinery, and functions of each. The second section, "What the UN Has Done," explains what the United Nations has done in each of the world's critical areas and in the fields handled by the specialized agencies. Emphasis is on the accomplishments, rather than the failures, of the organization.

#### Periodicals

*United Nations bulletin; a concise account of the work of the United Nations and its related agencies*. Published semi-monthly by the United Nations Department of public information. .20 per copy. 4.50 per year. Subscriptions should be sent to the International Documents Service. Columbia Univ. press, 2960 Broadway, New York 27. The official United Nations news publication. Indexed in *Reader's guide*.

*United Nations world*. Published monthly by U. N. World, inc. .35 per copy. 4.00 per year. Articles on the United Nations and international affairs. Many issues have featured a special section on one of the "Nations of the United Nations," including separate articles on such subjects as social conditions, education, culture, and politics. Indexed in the *Reader's guide* and the *Abridged Reader's guide*.

### Communism vs. Democracy

- Barr, Stringfellow. *Let's join the human race*. Univ. of Chicago press, 1950. 30 p. .25. A compellingly written pamphlet on the subject of the world's unrest and how and why our present policies are inadequate. The author believes that the United States is most admired for its Tennessee Valley Authority and that a World Development Authority with the same purpose and a similar organization, supported and paid for by the people of the world, might make neighbors of us all.
- Barth, Alan. *The loyalty of free men*. Viking, 1951. 253 p. 3.00. A sensible and important book on the problem of communism in the United States and how to deal with it. The author is disturbed by the effects of the present loyalty investigations and raises many questions concerning their dangers to our democratic institutions.
- Crossman, Richard, ed. *The god that failed*, by Arthur Koestler and others. Harper, 1950. 273 p. 3.50. Six autobiographical essays whose famous authors are ex-Communists or ex-Communist sympathizers. Arthur Koestler, Ignazio Silone, Richard Wright, Andre Gide, Louis Fischer, and Stephen Spender tell what communism is like for the individual and why they became disillusioned.
- Daniels, Walter, comp. *Defense of western Europe*. Wilson, H. W., 1950. 242 p. (Reference shelf) 1.75. Collection of reprints under the following headings: Is the North Atlantic treaty necessary; The treaty in operation; Whom shall we defend; Military and industrial potentials; The cost of rearming; Strategy under the pact; Measures of economic defense; Words and ideas as weapons; Proposals for political union. Bibliography.
- Dodge, Martin. *Know your isms*. Farrar, 1950. 74 p. 1.50. Because such terms as communism, democracy, fascism, and socialism have different meanings for different people, the author defines these words, and many others related to them, in an attempt to clarify their meanings and reduce the friction that arises when people misunderstand one another. Concise historical backgrounds are given, and the policies and characteristics of the various systems are stated sufficiently to clarify them.
- Hunt, R. N. C. *The theory and practice of communism*. Macmillan, 1951. 231 p. 3.00. Proceeding from the belief that communism is a "formidable creed" and that it must be fought from knowledge rather than from ignorance, the author analyzes the development of Marxism from its beginnings. Divided into three sections: The Marxist basis; The development of the European socialist movement up to 1914; Leninism and Stalinism.
- Johnson, Julia E., comp. *Should the Communist party be outlawed?* Wilson, H. W., 1949. 313 p. (Reference shelf) 1.50. The problem of controlling subversive elements while safeguarding civil liberties. Many sides of this question are discussed in the speeches and articles included.
- Schlesinger, Arthur M. *What about communism?* Public affairs press, 1951. 32 p. (Public affairs pamphlet, no. 164) .20. A brief, simply-written survey of the growth of Marxism, the part played by the Communist party in America, and the problem of curtailing communist activities without sacrificing our civil liberties.
- U. S. Congress. House. *Communism, its plans and tactics*. Infantry journal, 1948. 102 p. 2.00. Published originally as a report of Subcommittee no. 5 of the House Committee on Foreign Affairs, and entitled, *The strategy and tactics of world communism*.
- U. S. Library of Congress. Legislative reference service. *Democracy and communism*. U. S. Library of Congress, 1951. 46 unnumbered pages. (Public affairs abstracts, v. II, no. 2) .30. Subscribers to Library of Congress cards may charge against card accounts. An introduction defining present issues in the conflict between Russia and the western powers is followed by two-page abstracts of twenty books and articles published since 1949. Extremely useful to the small library whose material on this subject is limited.
- Ward, Barbara. *Policy for the West*. Norton, 1951. 317 p. 3.75. "A British economist examines honestly and clearly the essential facts—Soviet penetration and essential hostility, the faults in past appeasement by the West and the unifying steps made by the Marshall Plan and the Atlantic Pact. She then compares the economic, military and moral strength of the opposing camps and offers the solution of

more effective use of the U. N., voluntary federal union based on practical cooperation and gradual relinquishing of sovereignty by both the Western and the newly awakened Asiatic Communities, bolstered by faith in individual freedom as against regression into fatality and tyranny." *Booklist*.

#### Civilian Defense

Gerstell, Richard. *How to survive an atomic bomb*. Combat forces press, distributed by Rinehart, 1950. 150 p. illus. 1.95. Also Bantam books. .25. Questions and answers giving simple, calm instructions on what to do in case of an atomic attack. *Manual for civilian atomic defense*. International publishing corporation, Hotel Shelton, New York 17, 1951. 48 p. illus. .25.

New York Times. "We are not helpless"; how we can defend ourselves against atomic weapons. The Times, 1951. 47 p. .10. Articles reprinted from the *New York Times*.

Red cross. U. S. American national Red cross. *Civil defense supplement to the American Red cross first aid textbook*. American national Red cross, 1951. 47 p. .10. Order from American National Red Cross, Midwestern area, 1709 Washington Avenue, St. Louis 3, indicating order number, ARC 1081.

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U. S. Scientific laboratory, Los Alamos, N. M. *The effects of atomic weapons*. Prepared for and in cooperation with the U. S. Department of Defense and the U. S. Atomic Energy Commission. . . . McGraw-Hill, 1950. 456 p. 3.00. Also available from the Superintendent of Documents, Washington 25, D. C., at 1.25 (paper-covered), Summary, by many scientists, of the probable results of an atomic bomb explosion, drawn from the experiences in Japan and the various tests that have been made.

## For That Special Demand

In accordance with its current policy of stocking books too expensive for purchase by a small library, the Library Division in recent months has acquired several volumes in the art and technical fields. To supply its loan service to individual residents of the state who have no local library service, the Division maintains a collection of books of general interest. These are also available for loan to libraries in the state. However, for a satisfactory over-lending service to the libraries, it is felt to be even more important to supply the more expensive and more specialized books, whose relatively limited use would fail to justify their purchase in a small public library.

Among the recent additions in this category are several beautiful books on the arts. An outstanding one is *The Index of American Design*, by Edwin G. Christensen, a pictorial record of our folk art and handicrafts from the colonial period to the beginning of the twentieth century. Another is *Architecture of the Old Northwest Territory*, by Rexford Newcomb, an illustrated history of building in the area up to the time of the Civil War. *The History of Modern Painting*, by Maurice Raynal and others, is an account of art movements and artists, generously supplied with excellent reproductions of their works. Readers interested in symbols and decorative motifs will like *Symbols, Signs and Signets; a Pictorial Treasury of Symbolic Designs*, by Ernest Lehner, and *Indian Art of the Americas*, by Leroy H. Appleton. Collectors will want Ruth Webb Lee's *Antique Fakes and Reproductions; Third Edition*; Dorothy Daniel's *Cut and Engraved Glass*; and *Two Hundred Years of American Blown Glass*, by George and Helen McKearin. Other new art books are Alice Ford—*Pictorial Folk Art, New England to California*; Lois and William Katzenbach—*The Practical Book of American Wallpaper*; and Thomas T. Waterman—*The Dwellings of Colonial America*.

In the technical field, there are new editions of two standard handbooks on radio, *Radio Engineering Handbook*, by Keith Henney, and *Radio Manual*, by G. E. Sterling and R. B. Monroe. *Radio Manual* has included a section on television. Other technical manuals are: American Welding Society—*Welding Handbook*; Harold E. Babbitt—*Plumbing*; John W. Norris—*Warm Air Heating and Winter Air Conditioning*; Leonard C. Urquhart—*Civil Engineering Handbook*. Business men will be interested in *Office Methods, Systems and Procedures*, by Irvin A. Herrmann. Amateur craftsmen will find help in such books as *Upholstering at Home; How to Create, Repair and Remodel Upholstered Furnishings*, by Page Parker and J. G. Fornia, and *16mm Sound Motion Pictures; a Manual for the Professional and the Amateur* by William H. Offenhauser.

Other excellent books not likely to be purchased by a small library cover a wide range of subjects. For history there are *Westward Expansion, a History of the American Frontier*, by R. A. Billington and J. B. Hedges, and Oscar Handlin's *This Was America; True Accounts of People and Places, Manners and Customs, as Recorded by European Travelers to the Western Shore in the Eighteenth, Nineteenth and Twentieth Centuries*. Various interests will be served by such books as Alan M. Bateman—*Economic Mineral Deposits, Second Edition*; Edwin Duerr—*Radio and Television Acting; Criticism, Theory and Practice*; Ferdinand C. Lane—*The Story of Mountains; Modern Abnormal Psychology, a Symposium*, edited by William H. Mikesell; William E. Mosher—*Public Personnel Administration*; Lee Simonson—*Art of Scenic Design, a Pictorial Analysis of Stage Setting and Its Relation to Theatrical Production*; Harry Warfel—*American Novelists of Today*.

For the benefit of librarians who may not be familiar with the loan service of the Library Division, it may be apropos to outline the service. Libraries, or individuals in communities without libraries, may borrow books, pamphlets, clippings, and pictures from the Library Division by mail, for a period of three weeks, with the privilege of renewal for another two weeks if the material is not in demand. Requests may be either "author-and-title," when a specific book is needed, or "subject," if any information on a given topic will be satisfactory. In the latter case, the more specifically the subject and the purpose of the request are stated, the more certain will be the likelihood of receiving satisfactory material. There is no service charge for the loans; the Library Division pays the postage to send the books out, and the borrower merely pays the postage needed to return them. Librarians are welcome to ask for books as they are requested by readers, or for examination before purchasing.